DOCUMENT RESUME

ED 246 897 IR 011 229

TITLE Writing for Distance Education. Samples Booklet.
INSTITUTION International Extension Coll., Cambridge (England).
REPORT NO ISBN-0-903632-16-0
PUB DATE 83
NOTE 46p.; For manual, see IR 011 228.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Design Requirements; *Distance Education; *Instructional Materials; *Layout (Publications); *Material Development; *Visual Aids

ABSTRACT

Approaches to the format, design, and layout of printed instructional materials for distance education are illustrated in 36 samples designed to accompany the manual, "Writing for Distance Education." Each sample is presented on a single page with a note pointing out its key features. Features illustrated include use of typescript layout, a comic strip story, various question and instruction formats, check lists, signs and a key, study guidance, diagrams, list formats, pictures reinforcing written messages, objectives, culturally relevant design, charts, flowcharts, tables, photographs, and illustrations. Materials used in the examples are taken from a variety of actual projects and courses--e.g., biology, French, English, German, mathematics, educational studies, introduction to the computer, and vegetable growing--in such institutions as the Mauritius College of the Air, Javeriana Open University (Colombia), Botswana Extension College, Kenya Cooperative College, Open University, Lesotho Distance Teaching Centre, and the National Extension College. (LMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED246897

WRITING FOR DISTANCE EDUCATION

Samples booklet

ISBN: 0 903632 16 0
© International Extension College 1979
Reprinted 1982, 1983

IR011229

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Jo Bradley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LIST OF SAMPLES

1. From Mauritius College of the Air 'Office Management' course.

2. From Open University course in 'Educational Studies'.

3. From Lesotho Distance Teaching Centre course 'Agricultural Science'.

4. From Lesotho Distance Teaching Centre 'Introductory English' course.

5. From Inner London Education Authority's Advanced Physics Project for Independent Learning.

6. From specimen course on 'Principles of Agricultural Co-operation', prepared for ICA manual on correspondence education.

7. From National Extension College course, 'Biology O-level'.

8. From Javeriana Open University, Colombia, course in 'Educational Methodology'.

9. From Botswana Extension College course, 'English Language for Junior Certificate'.

10. From Lesotho Distance Teaching Centre course, 'Bookkeeping and Commerce'.

11. From Kenya Co-operative College course in 'Elementary Co-operative Knowledge'.

12. From Lesotho Distance Teaching Centre course in 'Agricultural Science'.

13. From Lesotho Distance Teaching Centre course, 'Mathematics for Junior Certificate'.

14. From National Extension College course in 'French O-level'.

15. From National Extension College course in 'Mathematics O-level'.

16. From Botswana Extension College course, 'English Language for Junior Certificate'.

17. From Lesotho Distance Teaching Centre booklet, 'How to Crochet'.

18. From Botswana Extension College 'Village Home Affairs Leadership' project.

19. From Lesotho Distance Teaching Centre course, 'Mathematics for Junior Certificate'.

20. From Botswana Extension College course, 'Vegetable growing for 4-B clubs'.

21. From Tanzania National Correspondence Institution course, 'History'.

22. From Lesotho Distance Teaching Centre course in 'Agricultural Science'.

23. From National Extension College course, 'French O-level'.

24. From University of Wisconsin/Steck-Vaughn Co. Family Development Series.

25. From Botswana Extension College course in 'Mathematics for Junior Certificate'.

26. From National Extension College/Heinemann 'A new English course'.

27. From National Extension College course 'Introduction to the computer'.

28. From Lesotho Distance Teaching Centre course, 'Bookkeeping and Commerce'.

29. From National Extension College course, 'German O-level'.

30. From National Extension College course 'Biology O-level'.

31. From a set of posters issued by the 'Service Féminin' of the Institut National Africain pour le Développement Economique et Social (INADES), Ivory Coast.

32. From a campaign in Ethiopia to promote breastfeeding, taken from Fuglesang,Andreas 1973 Applied Communication in Developing Countries: Ideas and Observations The Dag Hammarskjold Foundation.

33. From B.N. Lewis, I.S. Harabin and C.P. Game, Centre for Administrative Studies, Occasional Paper No. 2, 1967.

34. From 'An Introduction to the Open University' Open University 1975.

35. From The New Internationalist No. 56 October 1977 and No. 61 May 1978.

36. From 'An Introduction to the Open University' Open University 1975.

Editor's Note: For reasons of space it was necessary to reduce the size of some of the samples used by 10-15%.

SAMPLE 1

This sample shows the use of a simple typescript layout. It is also useful as an example of how to incorporate questions relating to personal experience. Note the use of a box.
From Mauritius College of the Air 'Office Management' course.

Willy-nilly an impression is created. And of course this impression is sometimes totally erroneous. When this happens we have a communication breakdown and a misunderstanding occurs. On account of the subjective nature of its interpretation non-verbal communication is open to very great misunderstanding - we therefore tend to use language far more as an effective method of communicating.

5.3 The subtleties of language however can cause even more misunderstanding than the use of communication methods other than language. By the use of ambiguities, exaggerations, anticlimax, for example, all sorts of false pictures and impressions can be created in the receiver's mind. The power of oratory is very strong. It is a truism that the pen is mightier than the sword and the spoken word is often more powerful than the written.

5.4 We have said before that we must have a purpose in communicating. We have also seen that we communicate by our actions and our manner. We can only effectively communicate verbally when our words are understood and for our words to be understood and 'accepted', we must know something about the person with whom we are communicating. We may say therefore that a basic fact of communication is: that it is about <u>something</u>, to <u>someone</u> and for <u>some particular purpose</u>.

5.5 Think of the office and the organisation in which you work. What do you find to be the most effective means of communication between you and your immediate boss; between you and the head of the whole organisation. Give your reasons.

SAMPLE 2

An example showing a layout using a wide margin with the text covering 2/3 of the page. Note the way in which the activity is incorporated.
From OU course in 'Educational Studies'.

but from the foregoing you should be able to draw out some of the differences between the two. A close-knit residential community poses special difficulties, as does the education of young children. Do you think you could sustain a distinction between education and indoctrination in assessing the activities of a nursery teacher, or of Mackenzie's residential centre?

In the context of reconstructionism it is simply important to note that it is just as possible to indoctrinate people with liberal views as it is to indoctrinate them with 'fascist' ones—and possibly just as common. The particular danger is this: current liberal educational thinking rests largely on the assumption that human beings *can* in some sense make free choices about how they will conduct their lives, and *can* in some sense *choose* to adopt certain values rather than others. Then there are other schools of thought, deterministic in various degrees, which would radically challenge this assumption and would claim that pupils are being conditioned into accepting liberal values. The debate at this point is a philosophical one, but its practical implications are dramatically important. The wholesale application of Skinner's theories would, for example, have very different consequences from those of Jerome Bruner.

As for reconstructionism, it is more important than for any other educational ideology that its exponents and practitioners operate according to the principles of freedom and creativity.

Activity 4

As a summarizing and concluding activity you should review your notes on the three educational ideologies, looking for points of resemblance as well as distinguishing features. Then, read the following three pieces of educational writing and see what traces of the three ideologies you can discern.

. . . one might embark on a mental journey through the school day. We begin with assembly and a collective act of worship which cannot, by law, be always open-ended. The twin themes of the Reformation and Renaissance —a Christ-orientated protest and a desire for individual liberty—clash most notably in schools where perhaps children are taught to think what they like as long as they listen for ten formative years to an especial point of view. Often the line is that as this is a Christian country the Christian point of view must be strongly put; but it is always frightening to watch teachers deal in an avowedly controversial area with the same assurance that they say 2 + 2 = 4. After this admittedly difficult and delicate issue, the child may pass on to the equally ritualistic celebration of holy maths. Whether it be the ancient absurdities of bushels and pecks or the modern absurdities of seven-fingered Martians, with teachers delving more deeply into their Pandora's Box of Cuisenaire and Dienes apparatus, there is just too much of it. Since the sixteenth century, the public relations side of maths has worked with admirable zeal to raise and then sustain it as number two in the curricular hit parade. That brilliantly maintained aphorism the three Rs did the trick for long enough, and as the image grew tarnished, an elixir of mathematical life was invented, and 'numeracy' was coined to set against 'literacy'—'numeracy' and 'literacy' balanced harmoniously together and thereby implying that they were equal quantities; one of the most remarkable feats of advertising expertise ever known. And yet so many of us, denied this panacea, are rarely cheated by our bookmakers and tax inspectors. Then there is the dosage of English, so often concentrating on reluctant readers of abridged versions of *Jane Eyre* in a distinctly audio-visual culture, or on technical writing proficiency for many who will never spend as long each year writing as they do in school in a day: they will talk for hours upon end as adults, but in some schools talking is banned.

So the day draws on. Geographers spend more and more time on things as they grow less and less significant, so an hour may be spent on the Eskimo or the Masai. If the child is 9+ he will learn of Francis Drake;

SAMPLE 3

This is an example of how to incorporate instructions for practical work. Note the use of diagrams and layout, the use of one word exercises and how answers have been included, upside down in italics.
From LDTC course 'Agricultural Science'.

DO THIS NOW

Now I want you to take the flower which you found for this lesson and carefully cut down the middle of the flower with a razor blade.

So the half of your flower should look something like this.

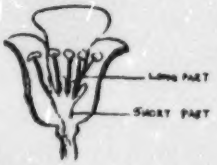


DIAGRAM 2:

You will use it to study more of the anatomy of flowers.

THE MALE PART

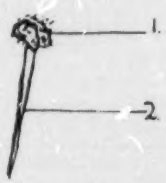


DIAGRAM 3: _____

Look at your flower. Do you see the long parts on the outside. These are stamens. A flower has usually many stamens. The stamens are the male part of the flower.

Pull out a stamen from the flower and look at it. You will see that the fat part at the top is yellow. The yellow colour is pollen. The fat part at the top of the stamen is the anther and it contains tiny sacs of pollen. The long, thin part of the stamen is called the filament and it supports the anther in the flower.

Now label diagram 3. 1 - anther
2 - filament
title - The Stamen

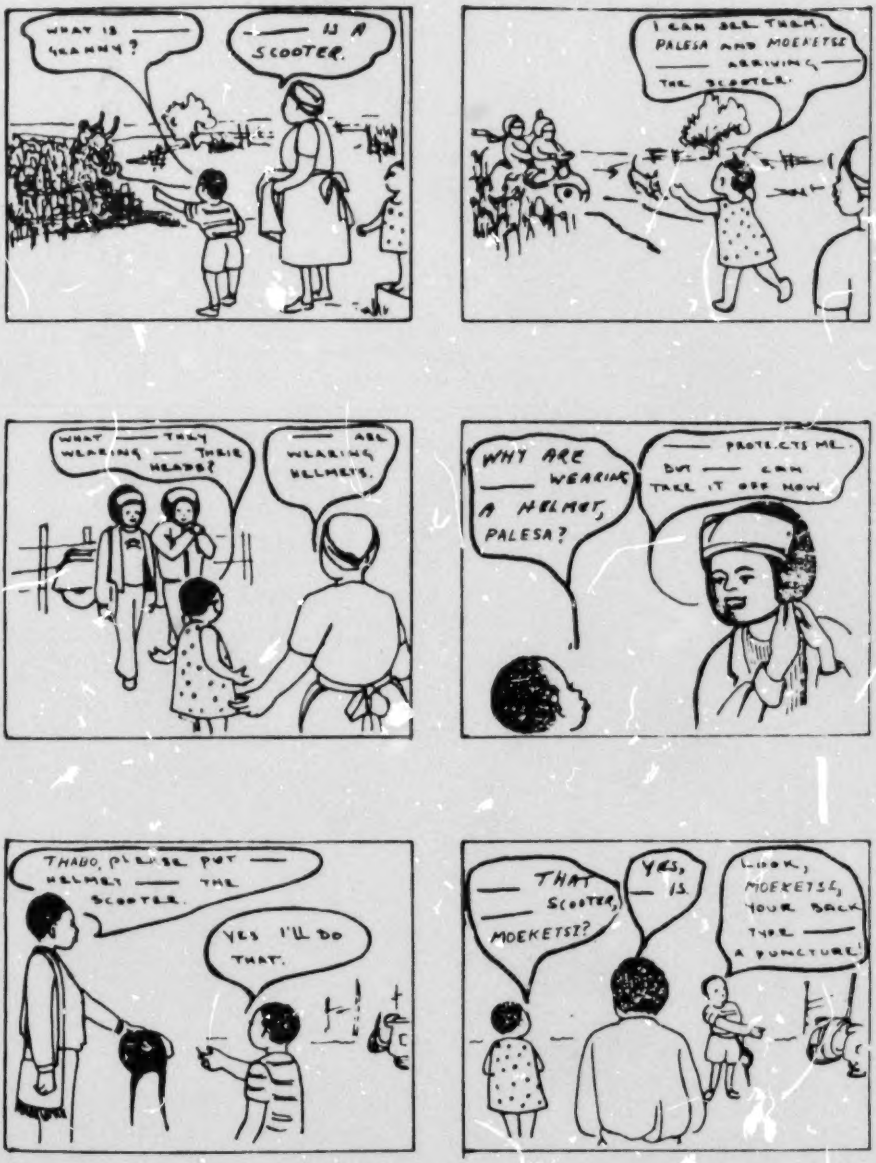
And answer these questions.

1. What is the name of the male part of the flower? _____ *stamen*
2. What colour is the anther, and what does it hold? _____ *yellow, pollen sacs*
3. Which part of the stamen supports the anther? _____ *filament*

SAMPLE 4

An example of the use of a comic strip story. Note also the use of one word questions. This is a useful format for language courses. From LDTC 'Introductory English' course.

In this balloon story, some of the words which people say are missing. You have to guess the missing words and write them in the blanks in the balloon. You should put one word in each blank space.


WHAT IS ____ GRANNY?
____ IS A SCOOTER.
I CAN SEE THEM. PALESA AND MOEKETSI ____ ARRIVING ____ THE SCOOTER.
WHAT ____ THEY WEARING ____ THEIR HEADS?
____ ARE WEARING HELMETS.
WHY ARE ____ WEARING A HELMET, PALESA?
____ PROTECTS ME. BUT ____ CAN TAKE IT OFF NOW.
THABO, PLEASE PUT ____ HELMET ____ THE SCOOTER.
YES I'LL DO THAT.
____ THAT SCOOTER, MOEKETSI?
YES, ____ IS.
LOOK, MOEKETSI, YOUR BACK ____ HAS A PUNCTURE!

SAMPLE 5

Look at the way in which this sample has been laid out in three columns, the use of different kinds of questions (assessment, development and study), the diagram and the way it is labelled. From ILEA's 'Advanced Physics Project for Independent Learning'.

D. Force on a charged particle

An electric current is considered to be a drift of charged particles (for example, electrons in metal). It seems reasonable to assume that the force which acts on a current-carrying conductor in a magnetic field is the resultant of the forces acting on all the charges which constitute this current. From this we can derive an expression for the force on a single charged particle in a magnetic field.

Development question 4.17

(a) Show that the force F on a charge Q moving with velocity v, at right angles to a magnetic field of flux density B, is given by $F = BQv$.

(b) What is the expression for the force on an electron of charge e coulombs?

(c) Sketch a diagram of the situation, marking with arrows the directions of F, B, and v.

(d) Is the direction of v the same as the direction of the current I? If not, could you still use Fleming's left hand rule? Explain.

Assessment question 4.18

(a) For a wire of length l, carrying a current I, which is made up of n electrons per cubic metre each with a charge e and travelling with drift velocity v, show that $F = Bnev$.

(b) Calculate the drift velocity if $n = 10^{29}$ m^{-3} $I = 5$ A, $e = 1.6 \times 10^{-19}$ C, and the cross-sectional area of the wire is 1 mm^2.

THE HALL EFFECT

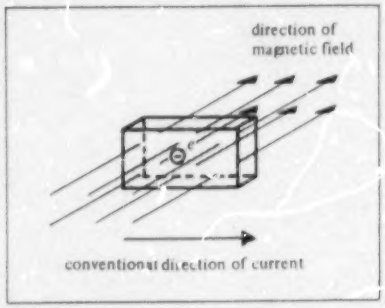


Fig 4.10

Let us now look more closely at the forces acting on charged particles in a conductor. This is the origin of the *Hall effect*, which can be used to measure magnetic flux density.

Figure 4.10 shows a slab of a conductor which carries a current in a magnetic field. If the conductor is a metal, this current is the drift of electrons, one of which is shown in the diagram.

Development question 4.19

In which direction does the force on the electron act?

All through the conductor there will tend to be an excess of electrons in the upper part, which shows as a potential difference across the conductor. This potential difference was first detected by Hall in 1879, hence the name Hall effect.

The excess charge will build up until an equilibrium is reached, where the force due to the magnetic field is balanced by the force of repulsion between the negative charges. So, in any given situation, the measured potential difference across the faces has a fixed value V_H. This is the *Hall voltage*.

Study question 4.20

Show, with the aid of a diagram, that the Hall voltage is given by

$$V_H = \frac{BI}{nQt}$$

where n is the no. of charged particles per metre^3 Q is the charge of each particle t is the thickness of the conductor, and B is the magnetic flux density.

Study question 4.21

(a) Explain briefly why the Hall effect is more marked in semiconductors.

(b) Describe how the Hall effect can be used to determine the nature of the majority of charged particles in a conductor (that is, whether they are negative or positive).

SAMPLE 6

Chosen to show the way in which you can include textbook reading in the course. Note also the way in which questions are incorporated. From specimen course on 'Principles of Agricultural Co-operation', prepared for ICA manual on correspondence education.

5 Assembling produce

5.1. There are many different sorts of produce which may be marketed by co-operatives. You will find four types of produce listed on page 33 of the textbook.

☐ Q3 Can you think of any other types of produce not listed here?

☐ L3 What produce do farmers in your area sell?

5.2. When the produce has been harvested, the first job of the co-operative is to assemble it so that it can be prepared for sale. The society must choose how to do this. One way is to ask members to deliver their produce themselves. Another way is for the society to collect it from members' farms.

☐ R3 Read carefully the section on 'Assembly of produce' on pages 34-36 of the textbook.

The choice between delivery and collection is a very important one for most agricultural marketing co-operatives. The main advantage of collection is that it gives all the members an equal chance to sell their produce - no-one will suffer because his farm is too far from the society. On the other hand, collection brings with it a number of problems - Who will pay for it? How will small amounts of produce be collected? Will the society's lorries have to use bad roads?

So how should you decide between delivery and collection? As you have read in the textbook, there are three factors which you should take into account when making a decision. We can summarise these factors in the form of three questions:

- Is it possible to arrange collection? (Does the society own suitable vehicles? Can the driver reach all the members' farms? And so on.)
- Is it necessary to collect the produce? (For example, if the members have no means of transport themselves.)
- Can the society afford the costs of collection? Are the members willing to pay an extra charge for this service?

It is often possible to combine delivery and collection by setting up buying posts or collecting posts. In this case, the members must bring their produce part of the way only. This idea is widely used in many countries and for different types of produce - for example milk and certain fruits. It is used particularly for produce which needs to be delivered in small quantities every day or every week. But this arrangement, too, brings with it a number of problems. Can you think what these might be?

SAMPLE 7

Note the use of one word questions and the A5 format. A useful way of setting out a self-check exercise.
From NEC course 'Biology 'O' level'.

SELF CHECK

See if you can fill the gaps in the following sentences:

(a) Chlorophyll transforms ..... energy into ..... energy, to be stored in the manufactured food.

(b) Photosynthesis occurs principally in green bodies called ..... located in the ..... layer and the ..... layer.

(c) Besides C.H.O and N, chlorophyll a also contains .....

(d) Chlorophyll is somewhat similar chemically to the red pigment of blood, except that the latter contains ..... instead of magnesium.

(e) In the transformation of radiant energy into chemical energy A.D.P. is changed to ..... and T.P.N. is changed to.....

(f) The hydrogen carried by T.P.N. arises from ..... Half of this helps form new molecules of ..... whilst the other half goes to form the complex ..... molecule.

(g) Chlorophyll absorbs light mainly from ..... band and the ..... band of the spectrum.

(h) A variegated leaf is used to show that ..... is necessary for photosynthesis.

(i) A plant used for experiments in photosynthesis is left in the dark before the experiment is carried out in order to ..... it.

(j) Oxygen used in respiration and lost in photosynthesis enters and leaves the plant through the ..... by the process of .....

(k) When we burn coal and oil we are assisting the ....

SAMPLE 8

This sample is useful as an example of the organisation of a check-list.
From Javeriana Open University Colombia course in 'Educational Methodology' (translated from the Spanish).

OBJECTIVE 2 : CHECKLIST

In the following table there is a set of propositions related to educational activities. Mark an X in the right hand column according to whether you 'agree' or 'disagree' with the Characteristics of the New Education.

PROPOSITIONS	"Agree"	"Disagree"
1. Children should be controlled so that they don't waste time in activities which hold up their development.		
2. Knowledge is not gained from the study of principles and rules but from experience.		
3. Rules and principles learnt by heart guarantee the understanding of more complex concepts.		
4. The child should learn and understand the concepts which he does not know therefore the teacher should teach them.		
5. The teacher should spend most of the time correcting errors as this ensures effective learning.		
6. The teacher should allow extra time to those pupils who need to complete an objective.		
7. Children's development occurs through action and experience.		
8. Because of their immaturity children need discipline and authority.		
9. Children allowed to develop freely make better adults.		
10. Competition between children should be encouraged as this improves their motivation.		

SAMPLE 9

An example chosen to show the layout of multiple choice questions.
Note the use of signs and boxes.
From BEC course 'English language for Junior Certificate'.

Now try to answer the questions below.
Put your answers in the boxes at the end of each question.

Exercise 1

1 In what way does man interfere with nature? ☐

A Man hunts, kills and eats animals
B Man sometimes eats all the plants in one area
C Man removes the food that the earth needs
D Man does not act with knowledge and skill

2 What is needed to make a plant grow? ☐

A sunshine B water
C earth D humus

3 Unless a farmer acts with knowledge and skill, ☐

A he makes the land poorer
B he makes the land richer
C he does not change the land at all
D he must use some kind of fertiliser

4 What important thing do chemical fertilisers contain, according to the passage? ☐

A Waste products of plants or animals
B Chemicals
C Nitrogen
D Things to make the plants grow

5 It is enough to put fertiliser on the land.
This sentence is ☐

A true because chemical fertiliser is made by scientists
B false because something is missing from fertilisers
C true because the land only needs chemicals
D false because the land needs humus, which is not in chemical fertilisers

6 If a farmer burns waste plants to ashes and digs the ashes into the soil ☐

A he has wasted the ashes
B he has not increased the amount of humus
C he has made his land tidy and nice to look at
D he has used the waste plants wisely

SAMPLE 10

An example of layout; look at the way questions and answers are arranged.
From LDTC course 'Bookkeeping and Commerce'.

RECORDING TRANSACTIONS

A businessman records transactions in order to find out how much money he has received and how much money he has paid.

Look at this transaction:

MAY 3 MR TEBOHO SELLS GOODS FOR R50.

So that he does not forget how much money he has received, Mr Teboho must write this in his Ledger.

When a businessman receives cash he records this in the Account called the _____ Account.

Cash

CASH ACCOUNT

Here is the Cash Account in Mr Teboho's Ledger:

Receiving					CASH ACCOUNT				Giving		
Date	Detail	Ref	R	C	Date	Detail	Ref	R	C		

Look again at this transaction and write answers to the questions.

MAY 3 MR TEBOHO SELLS GOODS FOR CASH R50.

Does Mr Teboho receive or give cash? _____

Receives

On which side of the Cash Account does Mr Teboho write this transaction? _____

Receiving

Because Mr Teboho receives cash he writes it on the Receiving side of the Cash Account

What does he write under date? _____

May 3

Now enter this in the Cash Account above.

What does he write under R C? _____

R50

Now enter this in the Cash Account above.

Now turn the page.

SAMPLE 11

This sample illustrates one of the ways in which you can include questions and topics for discussion in the course that you write. From Kenya Co-operative College course in 'Elementary Co-operative Knowledge.

Questions

Before you continue you ought to study again the text on the previous pages and answer the questions. These answers should not be sent to the College. Only answers to MAIN QUESTIONS covering the whole lesson should be sent to us for correction.

1. The President says that co-operation is rooted in the traditions of UJAMAA.

   Question: What is meant by that?

2. Members in a society are equal and each has only one vote at meetings. One might,however,say that a member owning a big shamba delivers more produce to his society and is more important for the business of a society than a member with a small shamba.

   Question: Why is it,nevertheless,best for a co-operative that each member,rich or poor alike,has only one vote?

SAMPLE 12

In this sample look at the relation between the instruction sheet and the recording sheet. This is one way of getting the students attention, ensuring their active participation and reinforcing the message in the text. Note the fact that students are told what materials they will need before beginning.
From LDTC course in 'Agricultural Science'

INSTRUCTION SHEET — GROWING MAIZE

TITLE - Care of Growing Maize

DATE

DATA	Maize plants need care while growing.
AIM	To care properly for growing maize.
MATERIALS	You will need 1 compost 2 spade 3 sprinkler and bucket or watering can
METHOD	1 Water the plants daily until 4 weeks old. Thereafter you may water them 3 times a week. 2 Weed your maize crop as soon as the weeds appear. 3 Dig in 1 bucketful of compost after every 4 weeks. 4 Look out for cutworms. If any plant is cut off dig around the roots. If you find the cutworm, kill it. 5 Remove all suckers (side plants to main plant). 6 As maize plants grow, they put forth prop roots or adventitious roots. When these appear above the soil, cover them with soil. PROP ROOTS
RESULTS	Your maize plants should be growing well. If they are not growing well, think of reasons for this.
CONCLUSIONS	Maize plants grow well if they are well watered the plot is weeded regularly the plot is regularly fertilized insect pests are removed and killed

RECORDING SHEET — MAIZE GROWING

The title is _____

The date is _____

DATA	Maize plants need _____ while growing.
AIM	To care _____ for growing maize.
MATERIALS	I needed 1. 2. 3.
METHOD	1 I _____ the plants _____ until _____ old. After that I watered them _____ times a _____. 2 I _____ the maize crop as soon as the _____ appeared. 3 I _____ in ____ bucketful of _____ after every _____ weeks. 4 I looked out for _____ If any plant was _____ off, I dug around the _____ If I _____ the cutworm, I _____ it. 5 I covered _____ _____ with soil when they appeared above ground.
RESULTS	

My maize plants are growing well.	The maize plants are not growing well.
This is because	This is because

CONCLUSIONS	Maize plants grow well if 1 They are _____ 2 The plot is _____ 3 The plot is _____ 4 Insects _____ are _____ and _____

SAMPLE 13

Note the way in which textbook work is included in the exercise and the reference to the page number for the answers.
From LDTC course 'Mathematics for Junior Certificate'.

This is what you should have done.

$$\begin{array}{r} 24 \\ \times 32 \\ \hline 1320 \\ 103 \\ \hline 1423 \end{array}$$

EXERCISE 1-I

Do questions 1 and 3 of Exercise C, on pages 10-11 of your textbook.
Do only numbers 1 and 3.

The answers are on page 49 (M1). Check your own work.

Did you check your answers? The last part of the lesson shows you how to change numbers to different bases, and tells you about binary numerals.

SAMPLE 14

This example shows the use of signs and a key. Look at the way in which the student is referred to the relevant page in the text, the conversational style of the writing and the variety of activities which are requested from the student.
From NEC course 'French 'O' level'.

Le professeur se noyait.
Le professeur se noya.

Which verb in fact would send you off to order the wreath?

B. And what's the difference in these examples?

Il se mit à la poursuite du voleur qui prit la fuite.
Il se mit à la poursuite du voleur qui prenait la fuite.

Il fit un signe à l'homme qui se cacha derrière la haie.
Il fit un signe à l'homme qui se cachait derrière la haie.

C. If the following sentence were put into French which verb would be in the Imperfect?

He pressed the bell several times. No one came. The bell was out of order.

D. In the following pairs of sentences tick the one most likely to be in the Imperfect. Do not translate.

1. I had a letter this morning.
   It had a twopenny stamp on it.
2. He had a quick tongue.
   He had a slice of tongue.
3. Before leaving he had a swim in the lake.
   He usually had a swim before breakfast.
4. There was a knock at the door.
   There was a knocker on the door.

Write down the answers to all these questions before reading on.

Ecrivez les réponses avant de continuer

Here now are the answers and some comments.

A. 'L'homme se noyait' is simply an explanation (as the English 'the man was drowning' would be). It doesn't move the story forward, 'se noya' registers what – fatally – occurred.

B. In the next two pairs of sentences the Imperfect would imply that the action was going on at the same time as the first Past Historic (i.e. the thief was already running away, the man was at that moment going into hiding) whereas 'prit' and 'se cacha' would tell us that these were subsequent to – and in fact the results of – the first two actions (se mit, fit). You can see, I hope, that it *is* important which tense you use; choice of tense is not something abstract and divorced from meaning.

C. What happened first? He pressed the bell
Next someone came? No one came
Explanation: the bell was out of order. This is the Imperfect.

D.
1. It had a twopenny stamp.
2. He had a quick tongue.
3. He usually had a swim before breakfast. (The clue is the word 'usually'. Add it to the other sentence, and you'd have to use the Imperfect.)
4. There was a knocker on the door.

3.5 Now turn back to *A Propos* and read through the grammar section. When you get to the bottom of page 20 turn to page 23 and do Exercise II. Notice as you do it that you do not have to use the 'tu' or 'vous' forms of the Past Historic and you need not in fact bother to learn them. Why don't you use them? Another question you might ask yourself is why the first sentence can hardly go into the Past Historic as it is. What should you change (apart from the verb)?

When you have read to the end of the grammar do exercises V, VI, and VII (which should test whether you can still remember what we dealt with in Unit 4). The answers to all of these can be found in the key.

3.6 And that's probably about as much abstract grammar as you can take. Let us now see it in action. If you haven't already done so, glance at page 17. Finally I should like you to read Chapter I again. But first write down the French for the following. You can check your answers as you read through the chapter.

1. It was pouring.
2. The rain was falling endlessly.
3. It was all you could do in such weather.
4. They ran twice round the room.
5. You mustn't (il ne faut pas) pay too much attention to it.
6. He turned on the radio.
7. "Tell me, Louise, what were they announcing a moment ago?" Charles asked.
8. Mme. Barbier cheated on the sly.
9. They were crawling around in search of the lost ball when there was a sound of hurried steps in the corridor.
10. The match will not take place.

Maintenant relisez le premier chapitre.

KEY

3.3 Red Riding Hood

First three paragraphs: all the verbs in italics would be in the Imperfect.
Paragraphs 4 and 5: these verbs tell us what happened, therefore you would need the Past Historic.
Paragraphs 6 and 7: more description – Imperfect again.
The last paragraph: more difficult! 'Had' and 'was' should be imperfect (Red Riding Hood would have had to pass the place every time she visited grandmother). 'Saw' and 'said' would be Past Historic.

3.5 Exercise II

1. Le match eut lieu. . . . l'année dernière, en 1960 (whatever you like, except 'aujourd'hui' which could not possibly be used with a Past Historic)
2. On mangea. . . .
3. Elles s'en allèrent. . .

SAMPLE 15

This sample shows the way in which you can organise a section on answers indicating references back to the text book and notes on the questions.
From NEC course in 'Mathematics 'O' level'.

ANSWERS

8.2. PAPER 1

(See page 180 in your text book.)

2. AB enlarges to PQ so that 3 enlarges to 4. Hence the enlargement factor is $1\frac{1}{3}$.

3. (i) a = 4, d = 5 and n = 14.
nth term = a + (n - 1)d = 4 + 13 x 5 = 69.
(ii) Sum of n terms = $\frac{n}{2}(a + l)$. (Chapter two)

5. (i) Begin at the bottom and work up.
$\frac{2}{1 + 2} = \frac{2}{3} \longrightarrow 1 + \frac{2}{3} = \frac{5}{3}$ and so on.

(ii) $2 - \frac{1}{2} = \frac{3}{2} \longrightarrow 1 \div \frac{3}{2} = \frac{2}{3} \longrightarrow 2 - \frac{2}{3} = \frac{4}{3}$ and so on.

8. (ii) $\begin{pmatrix} 7 & 4 \\ -2 & 3 \end{pmatrix} \begin{pmatrix} 3 & -4 \\ 2 & 7 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} 7 & 4 \\ -2 & 3 \end{pmatrix} \begin{pmatrix} 19 \\ 3 \end{pmatrix}$

$\Longrightarrow \begin{pmatrix} 29 & 0 \\ 0 & 29 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} 145 \\ -29 \end{pmatrix}$ etc.

10. nth member = 2n - 9
$\therefore$ 5th member = 2 x 5 - 9 = 1 and so on.
3rd member = 2 x 3 - 9 = 6 - 9 = -3

PAPER 2

1. (ii) $(2x + 3y)(2x + 3y) = 4x^2 + 6xy + 6xy + 9y^2 = 4x^2 + 12xy + 9y^2$.
It is NOT $4x^2 + 9y^2$. See page 36, chapter three.

2. (iv) $B \cap C = \{\}$ and $A \cup \{\} = A$.
Note that $\{\}$ is the empty or null set. See page 5, volume one.

3. $3 \longrightarrow 2 \times 3 - 1 = 6 - 1 = 5$.

5. $\frac{\text{Total}}{8} = 29 \Longrightarrow$ Total = 29 x 8.
We had to assume that average meant mean.

6. (ii) Note: $\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix}$ represents a reflection in the line $y = x$.

SAMPLE 16

This is an example of how to get students to understand and record the text in table form. It is also a means by which you can check on students' comprehension.
From BEC course 'English language for Junior Certificate'.

2. Study the following paragraph.

The Notwani Self-Help Group recently checked food prices in their local shops. They found the following information.

(a) All the stores were selling mealie meal at the same price, 1.35

(b) All the stores were selling rice and flour at the same price (44c and 2.61) except The Bread Basket which was selling flour at 2.60.

(c) The price of powdered milk varied greatly, like this.

Help Yourself Ltd	90c
Meat and Drink	87c
Star of Africa	91c
Notwani Food Ltd	95c
Omar's Food Centre	89c
The Bread Basket	92c

(d) The price of margarine varied like this.

Help Yourself Ltd	27c
Meat and Drink	26c
Star of Africa	27c
Notwani Food Ltd	28c
Omar's Food Centre	29c

(e) The Bread Basket was not selling margarine.

(f) Only one store - Notwani Food Ltd - was selling condensed milk and the price was one fifth of the price of its powdered milk.

When you have studied the above paragraph, complete the table on the following page by writing in the prices of all the foods.

Commodity	Help Yourself Ltd	Meat and Drink	Notwani Food Ltd	Omar's Food Centre	Star of Africa	The Bread Basket
mealie meal						
rice						
flour						
powdered milk						
margarine						
condensed milk						

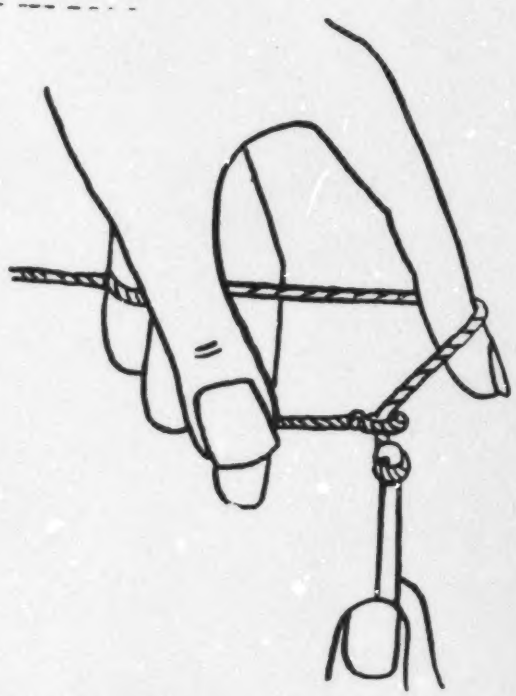
23

23-a

SAMPLE 17

This shows how you can combine a step by step account of a practical task with illustrations to aid comprehension.
From LDTC booklet 'How to Crochet'.

6. Keeping the wool caught in the hook, pull the hook backwards through the loop.

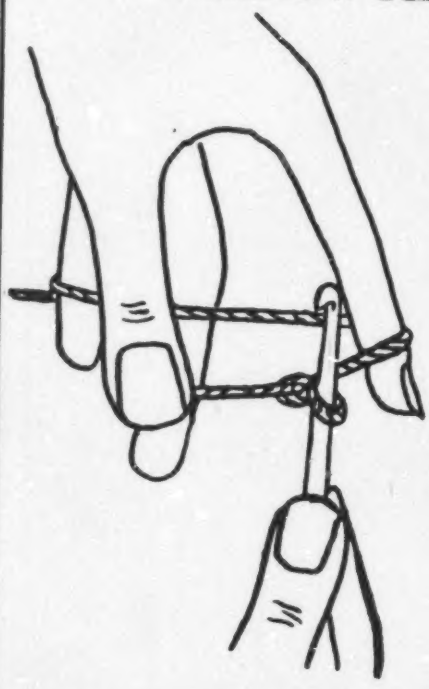


When you have got it through, push the hook forwards again over the loop.

You will find you have a new loop on your hook.

You have made your first stitch.

(If you find it difficult to get the hook through the loop, your loop is probably too small. Try again with a larger loop.)

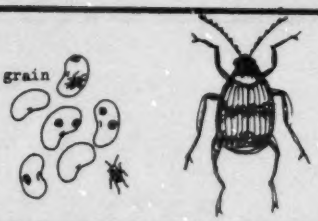


SAMPLE 18

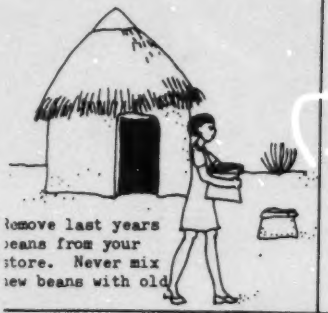
This sample shows the use of pictures to reinforce the written message. Note the two ways in which the weevil is illustrated; once in scale i.e. compared to the size of a bean and again to show the appearance of the insect at close range. From BEC 'Village Home Affairs Leadership Project'.

Weevils damage your beans and grain

(See diagram)



Storing Beans for Home Consumption

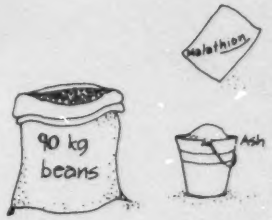


Remove last years beans from your store. Never mix new beans with old

Clean store well

Wash bags

Repair store, fill in cracks and smear floor and walls check roof is rainproof



Mix beans with Malathion or Ash. as soon as they are threshed.

Store beans in

bags

bins

cribs

baskets

Check store regularly

If you find weevils, lay beans in the sun for 2 days. Add more malathion and restore or ask your AD to fumigate your store

Wash beans well before eating or cooking

Sell surplus beans to BAMB

Sell soon after harves

Do not treat beans for BAMB

SAMPLE 19

This is an example of study guidance in an academic course. Note in particular the use of two kinds of typeface, the way in which answers and activities are included in the text and the instructions concerning the length of time to be spent on exercises. From LDTC course 'Mathematics for Junior Certificate'.

Get it now. I want you to answer these questions about the page you read.

EXERCISE 1-A

1. Should you be afraid to say 'I don't know'?
2. Should you ask questions?
3. Finish this sentence:

   Mathematics is an exciting adventure into .....

   .....

Now that you have finished the exercise you can find my answers on page 47 (M1) of this study.

Turn to that page now and check your answers.

Did you get the questions right? If you made any mistakes look at the questions again and see why you made your mistakes.

Do this every time you finish an exercise. Always answer the questions before you check your answers. The answers to each exercise are at the end of the study.

Put a line under the sentence above. I want you to remember it.

Put a line under it now.

Now look back over the work you have done so far.

Make sure that you understand everything I have written.

HOW LONG?

You shouldn't work for more than a half an hour before you have a break. When you work longer you will lose concentration and you won't learn so much. Work for half an hour, then look back over the pages and see what you have learned. This will help you to remember it all. Then rest for five minutes and you can study for another half an hour.

For how long should you study before you have a break?

Write your answer here. _____

half an hour

I will sometimes ask a question and put a line for your answer after it. When you see the line write your answer on it.

Go back to the question now and write your answer.

Do it now.

4 (M1)

SAMPLE 20

This example shows how you can include instructions in a study guide for using other elements in the course. Note the reference to the radio programme, the picture and the member's booklet. Look at the way in which the summary reinforces the message.
From BEC course 'Vegetable Growing for 4-B clubs.

PROGRAMME 7

Thin the vegetables

This programme told you about thinning vegetables. Thinning means that you pull out the weak plants and the extra plants. This gives the strong plants room to grow.

The vegetables are thinned every three or four weeks from the time they are as long as your first finger.

Look at the picture. Pitso and his sister are thinning the spinach. Find the answers in the picture.

Can you see the bucket and watering can?
How does he use water for thinning?
How many plants does Pitso take out?

Read in the member's booklet about how to thin spinach, beetroot, onion and carrot. The picture on this page shows you how to thin three times.

You do not thin cabbage and tomatoes because you transplant them from the seedbeds.

THIN VEGETABLES TO GIVE STRONG HEALTHY PLANTS ROOM TO GROW.

SAMPLE 21

You should look at the way in which the picture is used to ask a question and to provide the information for the answers. Note the use of a list (beginning at the bottom of page) and the heading in the form of a question.
From Tanzania National Correspondence Institution course 'History'.

The Middle Stone Age

This period started about 10,000 B.C. For some thousands of years man's way of life did not change much.

What was life like during the Middle Stone Age?

Man was still living in caves. The early men of Middle Stone Age formed groups. Living in groups, man could protect himself from wild animals and work was easier. Fire which was discovered during the Early Stone age was widely used at this period. From Figure 9 can you find out how the early man discovered fire? What was the use of fire to man? Fire brought many changes in the day to day life of man.

Fig. 9

Man is making fire

a) With the use of fire to warm them, man could now use the caves as a means of shelter and protection.

SAMPLE 22

This example shows the use of diagrams and the list format. Note how students are told what they need at the beginning of the lesson. From LDTC course in 'Agricultural Science'.

Swiss Chard is a fairly strong vegetable.

To cultivate Swiss Chard until harvesting.

You need these things

1. mulch
2. liquid manure

You do these things

1. Water seeds every day with your sprinkler until they are 8 - 9 weeks old. (Seedlings appear 3 - 4 weeks after sowing.)
2. Mulch the seeds and seedlings.
3. Once a week, water the seeds with liquid fertiliser. (See p39 for how to apply liquid fertiliser.)
4. When the plants are 8 - 9 weeks old, water them only once a week.
5. Weed as soon as the weeds appear.
6. Sometimes your seedlings are too crowded. You have to thin them. You do this by pulling out some of them to leave enough space between the plants.

Plants too close together won't grow well.

When you thin them they have enough space to grow.

SAMPLE 23

In this example you should note the conversational style of the text and the use of pictures to add variety, the way in which reference is made to the textbooks and the use of a key. From NEC course 'French 'O' level'.

That is the end of the second part of this unit. Why don't you take a breather before moving on to part 3?

3. FURTHER REVISION EXERCISES

The rest of the unit is very simple. It consists in fact of a number of further revision exercises taken from *A Propos*. Turn first to page 62 and do Exercise IV. Come back to Chapter IV of *A Propos* and do Exercises VI and VII and finish with a couple more exercises involving verbs (44 V and 63 IX). Verbs matter.

KEY

1.1 Exercise I

Imperfect	Past Historic
il se rappelait	il se rappela
elle s'en allait	elle s'en alla
il répétait	il répéta
il pleuvait	il plut
elle comprenait	elle comprit
ils apercevaient	ils aperçurent
je poursuivais	je poursuivis
nous interrompions	nous interrompîmes
nous gravissions	nous gravîmes
nous venions	nous vînmes
nous voulions	nous voulûmes
nous jetions	nous jetâmes
je pouvais	je pus
je descendais	je descendis
ils perdaient	ils perdirent

SAMPLE 24

Look at this sample for the use of photos to illustrate the questions and the general layout. Note the way in which questions have been asked i.e. true/false and the reference to answers included later in the book.
From University of Wisconsin/Steck-Vaughn Co. Family Development series.

Earache

Your two-year-old son is fussy. He is holding his hand to his ear. Sometimes he pulls it. He is saying, "Hurts, Mommy." You think your child has an earache.

Would you:

☐ (a) Wait and see if the pain continues and then call a doctor if it does?

☐ (b) Give the child ear drops?

Find the answer by reading page 38.

Something in the Nose

Your child's nose is red on one side. It looks swollen. "Come here, Cindy," you say. "Let me look at your nose." You feel a lump. "Did you put something in your nose, Cindy?" you ask. Cindy doesn't say anything. But you think something is in her nose.

Would you:

☐ (a) Tell Cindy to blow her nose as you press the side without the lump?

☐ (b) Try to get the object out with a Q-tip?

Find the answer by reading page 39.

Diarrhea

Diarrhea, or loose bowel movements, is a common illness. Usually it lasts only a short time. But sometimes it may last for several days or weeks. What do you do when someone in your family has diarrhea?

Do you:

☐ (a) Give the person only thin soup, toast, and Jell-O to eat?

☐ (b) Give the person nothing to eat for 24 hours?

Find the answer by reading page 41.

SAMPLE 25

Look at this sample for the way in which objectives are clearly stated and listed.
From BEC course in 'Mathematics for Junior Certificate'.

At the end of this lesson you should be able to do these things.

1. Read a bus timetable.
2. Read an air timetable.
3. Answer questions about the distance between two places if you know the speed of the bus or plane and you have a timetable.
4. Answer questions about letter and telegram rates when given a table.
5. Calculate the income tax paid by a married person earning R4 000 each year given an income tax table.
6. Calculate the total amount you pay if you pay R60 deposit and instalments of R12 a month for 12 months.
7. Write what the words 'not negotiable' mean when written on a cheque.
8. Look at a bank statement and calculate the total amount paid into an account.
9. Calculate the value of a car after 1 year if its value is R2 500 when new and depreciation is 10% per year.
10. Calculate the bill for electricity if you use 1 000 units and the rate is 3.75c/unit for the first 500 units and 2.50c/unit for the next 3 000 units.

SAMPLE 23

This example shows layout in two columns. You should also look at the way in which signs are used to indicate certain activities. The objectives of the unit are presented in prose form in the text. From NEC/Heinemann 'A New English Course'.

UNIT 21

Pictures

WRITING

This is another possible starting-point for essays, and this section indicates the procedure to go through when tackling an assignment of this kind.

Comic

READING AND UNDERSTANDING

Some suggestions about the kind of thing which produces comic effects in writing.

READING LIST

A reference to the comic books suggested in Unit 12.

VOCABULARY

More commonly confused words for you to distinguish between.

Ambiguity

LANGUAGE

An exploration with examples of how writing can be confused and misunderstood through the careless use of words, through lax punctuation, etc.

SPELLING

A continuation of the spelling list.

WRITING

Pictures

One form of stimulus you may be given in the examination has been left till now. You may be presented with a picture and asked to write an essay suggested by it. The approach is similar to that outlined when discussing the use of a poetic image to spark off an idea an : an essay. (Look again at 'Writing', Unit 18.)

The picture you will be given is likely to be a dramatic one suggesting a relationship between the people in the photograph or depicting an event or a place. What you must do is to study the picture carefully and see whether the people in it or the place shown gives you an idea for a story or a description. Ask yourself questions about the picture. Who are these people? What are they saying to each other? Are they related? Where are they? What are they doing? Are they friends or enemies? What has just happened? What is going to happen next? In this way, you can explore the situation of the people in the picture and can consider the various possibilities for development that the picture calls forth.

As with the use of the poetic image as a stimulus to writing, there is no right answer about what you write in response to a picture. It is an open-ended response. The picture may in fact show a crowd at a strike meeting, but if there are no clues in the picture to particularize it in this way, it would be perfectly legitimate to see it as a picture of a crowd in some quite different situation. Some people find visual stimulus more evocative than simply a title or a verbal suggestion, and that is why a picture is sometimes used as one of the topics for writing. Care must be taken, though, to make sure that what you write is relevant to the picture and can be seen to be relevant. The response is open-ended, and a situation can be interpreted and developed in a large number of ways, but the interpretations must be convincing and clearly connected with the original situation. For instance, you may be given a picture of two girl football fans, beribboned and ecstatic because their team has scored a goal. This might suggest to you the idea of writing about a football match or about the enthusiasm of football supporters. If you merely describe a football match or describe two *boy* fans going to the match, then this would not really be on the point. You would have to use the two girls as your viewpoint as the picture is about them rather than about football.

SAMPLE 27

This sample shows how you can state objectives in form of a table of contents.
From NEC course 'Introduction to the Computer'.

LESSON 3

CONTENTS

		Page
3.1	Flow diagrams and Programs	1
3.1	Anatomy of the computer - Store	2
3.3	Arithmetic Unit	2
3.4	Control	3
3.5	Input	3
3.6	Output	3
3.7	Using a computer: Sequence of Events	4
3.8	Programming Languages	4
3.9	A simple programming language: Instruction format	5
3.10	The Instruction Code	6
3.11	Fuel Consumption example	7
3.12	Second fuel consumption example	8
3.13	Ilowhitian's simple tax system	10

SAMPLE 28

This is one way of setting out revision questions. Note the use of the symbol (the head containing question marks) to pick this out as a revision section.
From LDTC course 'Bookkeeping and Commerce'.

LESSON THREE

In lesson two you became a book-keeper. You practised writing cash sales and cash purchases in the Ledger. This lesson will help you to do more of the things that book-keepers do. So study the lesson carefully.

But first try to answer these questions:

Cash sales are written in two accounts.

Name these accounts _____ Cash Account

_____ Sales Account

Cash purchases are also written in two accounts.

Name the Giving account _____ Cash Account

Name the Receiving account _____ Purchases Account

THIS LESSON

In this lesson you are going to learn:

SAMPLE 29

This shows how you can incorporate the use of other course materials (in this case tape exercises) into the lesson. From NEC course 'German 'O' level'.

Section 4

TAPE EXERCISES

On the tape of this unit are various exercises involving numbers. Students of German always have difficulty in recognising numbers in speech, so do not be depressed if you find the task tiring and please do not underestimate its importance. Apart from practice, the only advice we can give you is to try to *picture* the figures in your mind without putting words to them, since part of the difficulty must be the fact that we express numbers differently (twenty-one not one and twenty: *einundzwanzig*) – and the additional stages in converting figures into words and *then* into German make the operation a complicated one. So try to cut out the stage involving English words – think only of figures!

A.

You will first hear three lists of numbers with short gaps for you to press your pause-button and write down each number as you hear it. At the end of each list, consult the relevant check-list. You can feel satisfied if you have 8 out of 10 correct, but must by no means feel complacent and should remain conscious of the utmost need for concentration to understand numbers. After all, even a glaring grammatical howler may not prevent comprehension, but if you are invited to accompany a woman you understand to be 25 but who turns out to be 52 you might feel your mistake was more serious, whilst the same kind of error would give you a very distorted picture of Miss World's statistics.

B.

Now another list, of times. Listen to each one, press the pause button and write it down, then consult the check-list to see how many trains, business appointments or dates you would have missed.

C.

And finally a list of prices. It may be something in the subconscious mind – less mistakes seem to be made over prices! See if your performance bears this theory out. Again listen to each price, press the pause button and write it down, finally consulting the check-list.

Section 5 (Optional)

RECOMMENDED READING

Deutschland Heute 47 deals with German currency.

ASSIGNMENT 2

Written work

For the written part of this assignment we want you to compose 15 short sentences, as a preparation for future essay-writing. This time the sentences are to be completely separate ones, not forming a connected piece of prose. But each sentence must contain at least one of the grammatical points you have met in the last two lessons. To remind you, these were:

TAPE EXERCISE A: check list

List 1	List 2	List 3
23	34	45
89	91	78
98	109	221
324	435	546
1657	2768	3879
1975	1980	1985
230, 542	341, 653	452, 764
168, 731	279, 842	384, 953
1,234, 567	2,345, 678	34,567, 654
1·234567	2·876543	32 53 86

TAPE EXERCISE B: check list

8.30
10.05
11.15 (official)
12.15
1.25
1.35
1.35 (official)
4.45
18.00 (official)
19.55

TAPE EXERCISE C: check list

1 DM	25,60 DM	5,55 DM
2,50 DM	32,75 DM	6,55 DM
3,95 DM	89,50 DM	
45 pf	101 DM	

SAMPLE 30

Look at the way in which the checklist is set out.
From NEC 'Biology 'O' level'.

Private Study

(a) Make sure you know the main features of mammals.

(b) Relate the various functions of the skin to its structure and in particular make sure you understand temperature control.

(c) The skeleton should be studied as an articulated superstructure working in conjunction with muscles. Learn the names of the bones and how movement is brought about.

(d) Carry out the simple experiments and exercises mentioned in the text.

(e) Have you ever read Darwin's "Voyage of the Beagle" or as it is sometimes titled "Naturalists Voyage Round the World"? It is fairly lengthy but very readable.

Check List

1. Revision on page 1. ☐
2. Practical work suggested on p. 3. ☐
3. Experiments on p.6. ☐
4. Experiments on p. 7. ☐
5. Reading and note making p. 8. ☐
6. Reading and exercise, p. 9. ☐
7. Reading and drawing, p. 13. ☐
8. Reading and note making, p. 16. ☐
9. Drawing, p. 17. ☐
10. Drawing, p. 19. ☐
11. Exercise, p. 20. ☐
12. Private study suggestions, p. 21. ☐

SAMPLE 31

This poster was used as a basis for group discussion for illiterate rural women.
From The 'Service Féminin' of the Institut National Africain de Developpement Economique et Social (INADES) Ivory Coast.

Voici comment se servir du puits sans salir l'eau.

Trans: How to use a well without getting the water dirty.

SAMPLE 32

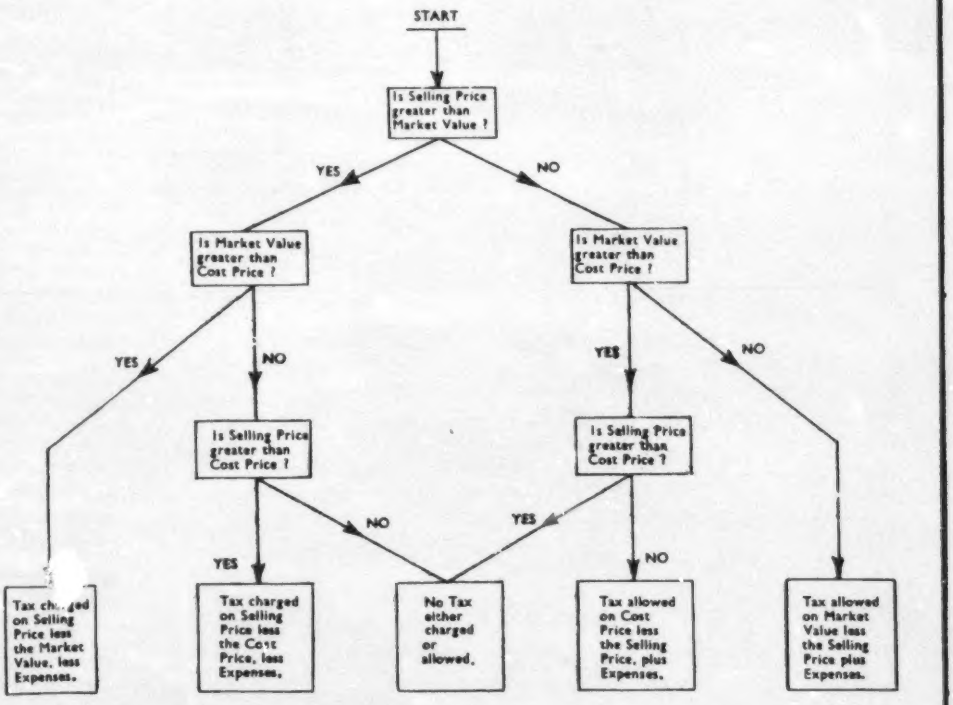
This is an example of the use of culturally relevant design. This poster was used to promote breastfeeding in Ethiopia. From Fuglesang, Andreas 1973 Applied Communication in Developing Countries: Ideas and Observations the Dag Hammarskjold Foundation

SAMPLE 33

In this sample you can see how the same information can be presented in prose or as a flowchart.
In Britain tax is charged if you make a capital gain by, for example, buying shares at one price and later selling them at a higher price. If you make a loss, by buying shares at a high price and then selling them at a low one, your tax may be reduced - or 'allowed' - as a result of the loss. The following statement and flowchart set out the rules in force in 1965/66.
'Selling price' means the price at which you are selling shares. 'Market price' means the price at which shares are available in the market generally. 'Cost price' means the price at which you originally bought shares.
From B N Lewis, I S Horabin and C P Gane, Centre for Administrative Studies, Occasional paper No. 2, 1967.

If the asset consists of stocks or shares which have values quoted on a stock exchange (see also paragraph G below), or unit trust units whose values are regularly quoted, the gain or loss (subject to expenses), accruing after 6 April 1965, is the difference between the amount you received on disposal and the market value on 6 April 1965, except that in the case of a gain where the actual cost of the asset was higher than the value at 6 April 1965 the chargeable gain is the excess of the amount you received on disposal over the original cost or acquisition price; and in the case of a loss, where the actual cost of the asset was lower than the value at 6 April 1965, the allowable loss is the excess of the original cost or acquisition price over the amount received on disposal.

If the substitution cost for the value at 6 April 1965 turns a gain into a loss, or a loss into a gain, there is, for the purpose of tax, no chargeable gain or allowable loss.


START
Is Selling Price greater than Market Value ?
YES
NO
Is Market Value greater than Cost Price ?
Is Market Value greater than Cost Price ?
YES
NO
YES
NO
Is Selling Price greater than Cost Price ?
Is Selling Price greater than Cost Price ?
NO
YES
YES
NO
Tax charged on Selling Price less the Market Value, less Expenses.
Tax charged on Selling Price less the Cost Price, less Expenses.
No Tax either charged or allowed.
Tax allowed on Cost Price less the Selling Price, plus Expenses.
Tax allowed on Market Value less the Selling Price plus Expenses.

SAMPLE 34

In this sample you should look at the way the flowchart simplifies the information contained in the prose i.e. the process involved in the preparation of OU course materials.
From An introduction to the Open University

Course teams

The Open University has not only evolved a unique combination of teaching techniques, it has also originated a new method of course production. Courses are prepared by 'course teams' – groups of academic and support staff who combine their expertise to produce the multi-media package which forms the basis of the student's work. Teams vary in size from 30 members or more to smaller groups of three or four.

A team may include academic staff from the same discipline, or several different disciplines and sometimes more than one faculty. Other members of the team usually include BBC television and radio producers, a member of the University's Institute of Educational Technology who advises on course structure, a staff tutor who watches over the course's requirements in the regions (engaging part-time tutors, organizing time and space in study centres) and course assistants. An editor and designer assist with the production of written material.

In addition to Open University staff, outside consultants – experts in the field – are often asked to criticize early drafts of the course. Sometimes consultants write whole units themselves; they often appear on radio and television programmes.

The course team chairman co-ordinates the diverse activities of the different team members and oversees course production. He is responsible for the content and academic level of the course and integration of successive units. He makes sure the course is on schedule and within the planned budget.

Most course teams divide into smaller working groups to write particular units. When they all come together in a course team meeting, drafts are revised, illustrations are chosen to suit the text, and artwork is prepared by graphic designers and artists in the University's Media Development Department.

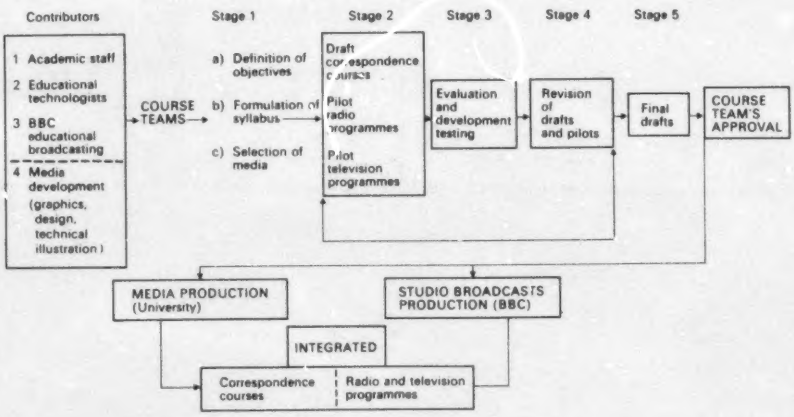
BBC producers plan television and radio programmes while course units are being written – this ensures that broadcasts and written material are closely linked. Many of the BBC producers have academic backgrounds in specialist subjects as well as production skills in broadcasting.

Pilot broadcasts and draft written material sometimes undergo a development testing stage to test student response. Course team members of the University's Institute of Educational Technology ask samples of Open University students (usually 30) to assess the level of difficulty and workload of proposed units before the course team approves their production.

The Media Production Department of the University – which includes professional editors, illustrators and typographers – then prepares the manuscripts for printing. As the written material is being produced, the BBC and academic staff record the television and radio programmes. Then the broadcasts are transmitted into students' homes as they receive their correspondence material through the post.

In this way, the collective effort of the course team, who oversee the course from the start to finish, brings together the separate course components into a unified teaching package.

A simplified outline of course production



SAMPLE 35

Here you can see examples of (a) a pie chart in which information is presented as proportional segments of a circle (b) a bar chart in which information is recorded in vertical columns.
From The New Internationalist: (a) No.61 May 1978 (b) No.56 October 1977

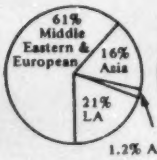
Technical Co-operation- State of the Art

In preparation for the TCDC Conference a "Directory of Services for Technical Cooperation Among Developing Countries" has been published, listing over 900 organisations in 67 countries which offer technical cooperation to other developing countries under 16 different headings of technical expertise.

A survey in 75 Developing countries showed that

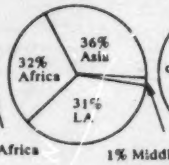
- 28 of them were providing technical cooperation to 55 others. Providing experts was the principal way of providing technical cooperation
- The cash value of the technical services was $60 – $75 million

The Providers within the group



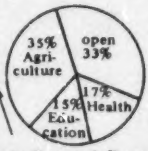
1.2% Africa

The Receivers within the group



1% Middle Eastern & Europe

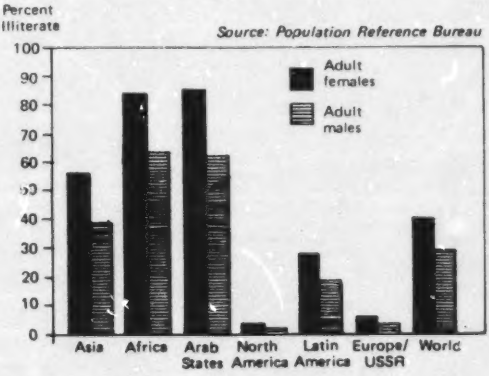
What kind of Technical Cooperation



ILLITERACY

Since 1950 there has been simultaneous improvement and deterioration in women's education. A higher percentage of the world's women than ever before can read and write, but the absolute number of illiterate women is greater than ever. And while the worldwide campaign to increase the number of literate adults is succeeding, the majority of the newly literate are male. Nearly two thirds of the world's illiterate population is female. Resistance by third world women to other opportunities of raising their quality of life – better nutrition, family planning, hygiene – is very closely associated with illiteracy.

Male and female adult iliteracy rates: (1970)



SAMPLE 36

Look at the way in which a table format can be used to organise information. This is a particularly clear way of presenting statistics and percertages.
From 'An Introductio.. to the Open University'.

Table 1 shows the various components of the teaching system and approximately how much time an average student spends on each. A course credit requires about 10–14 hours of study per week for a total of 32 weeks. Most of a student's time is spent at home where he receives correspondence material by post and watches and listens to broadcasts.

During the year students can attend local study centres close to their homes for tutorials and discussion groups. In addition, some courses require a one-week residential summer school.

Throughout the course students take self-administered tests and do written assignments. Assignment grades combined with a final examination determine whether a student earns his credit.

TABLE 1 COURSE COMPONENTS

Course components	Student response	Approximate time spent
(i) Printed material *a*) Correspondence texts *b*) Set books *c*) Recommended reading	Systematic reading	65%
(ii) Television and radio *a*) Course broadcasts on television *b*) Course broadcasts on radio	Regular viewing and listening	10%
(iii) Tuition and counselling *a*) Individual and group tuition *b*) Individual and group counselling *c*) Summer schools	Contact with tutors and counsellors; attending study centres; meeting other students; attending summer schools.	15%
(iv) Assignments and assessments *a*) Practical experiments and self-assessment *b*) Tutor-marked assignments *c*) Computer-marked assignments *d*) Examinations	Doing practical work or projects; doing written work; taking examinations.	10%